

## **Title I Annual Review Spring 2018**

### **Are We Implementing the 10 Components? A Programmatic Review of Our Schoolwide Program**

School: Ellen P. Hubbell Elementary School Year End Meeting Dates: 5/31/18, 6/14/18, 6/19/18

Persons in Attendance at the Meeting: Rochelle Schwartz – Principal, Tracie Sinkwich – Literacy Coach, Lisa Ayotte – Instructional Support Teacher, Veronica Beaudoin – Instructional Support Teacher, Alyssa Fendt – Literacy Intern

#### **1. Comprehensive Needs Assessment**

- We used our annual review minutes from last spring to launch our plans for this year. We also did a paper pencil spring survey that is extremely helpful in planning. The District issued a fall climate survey on the computers as well which provided insight. We also used verbal and written feedback from our parent nights last year and this year; parents were very appreciative of the opportunity to join in fun learning activities with their children. They valued getting to know the staff as well as see their children interact with staff.
- SBA and mClass Reading 3D data were analyzed and discussed as a whole. We met to take a closer look at the Smarter Balanced, as Math and ELA data was available for our students in grades 3-5. Test question types were reviewed as well as the released tasks. Connecting these questions to our daily teaching was a focus this year, as the questions are challenging and students need practice responding directly on the computer for both subject areas. We used selected questions from the IABs to prepare students for test format as well as important concepts. We are using our current school/district designed Common Formative Assessments to inform instruction and look for predictive measures across multiple assessments, particularly in mathematics.
- We also revisited our process for identifying and servicing our most at risk students through the Bristol SRBI process. SRBI meetings were scheduled in 4 cycles this year. Grade level teams met during the school day with support staff, and we worked together to set goals, review progress, and determine appropriate interventions. SRBI data was housed in Google Classroom this year for the first time, so we shifted all our documentation.
- Our Title I Plan addendum was reviewed in October to align with school needs and connected to the goals of the School Improvement Plan.
- We are aware of our growing at risk population, as the district collects and circulates data on the free and reduced lunch population. We are likewise experiencing increased transiency. The principal and student support specialist worked closely with the district attendance officer since we have increasing numbers of attendance issues. Sit down meetings were scheduled to review attendance, and then additional meetings were held with families to support attendance. The district purchased the school an attendance banner which was posted at the front of our school. We set an attendance goal in our school improvement plan again this year, with an additional focus on Kindergarten attendance improvement, to reduce the chronic absenteeism in this grade by 25%.

#### **2. Schoolwide Reform Strategies**

##### **a. Helping All Students Learn**

- Since this was our seventh consecutive year that “all” students were identified as Title I in the Schoolwide definition, our service was flexible and fluid. Students were able to flow in and out of small groups easily and effectively. Likewise, if an intern was doing push in support, the students receiving some one on one support could be different each day. Funding from the district was limited this year to bolster our Title 1 services, so we had no math interventionist this year which had impact on our support for guided math instruction and at risk math students.
- Teachers K-5 worked closely with the Literacy Team to communicate needs for various students. The connection of special education, instructional support, and interns was thoroughly in place at Hubbell School. The literacy team held their own collaboration meetings this year 2x per week and on 3 out of 4 Wednesdays per month to share impactful strategies, analyze data, and plan instructional response, especially for our SRBI students. Special education teachers split their data team time, working with grade level teams as well as joining as a special services group to collaborate and problem solve issues related to identified children. Furthermore, classroom teachers consult “on the fly” and during prep periods with the math coach and

members of the literacy team to coordinate efforts and lessons.

- Because of flexibility, we were able to closely service 105 students in literacy. This does not include those students who were serviced through a push in literacy support model, or those using computer programs. Every grade level received literacy support this year, through push in and pull out services combined; our push in model impacted students across ability levels.
- The principal met regularly with the math and literacy coaches to discuss grade level needs. One of our Title I priorities this year was to invite families in during the school day to experience classroom mathematics instruction with their children; thus, the building Leadership team discussed this monthly on our agendas.
- Each grade level team completed a mid-year review of their Professional Practice Goals aligned to the teacher evaluation plan and the school improvement plan. Action steps and progress were reviewed.
- Because our K-3 literacy assessment program included an efficient electronic assessment tool, the most at risk primary readers were progress monitored with DIBELS. Running Records was an additional consistent method to progress monitor. Students below grade level expectations were monitored twice each month.
- Guided reading groups were reconfigured frequently this year based on running records, DIBELS and the F & P Benchmark Assessment. Literacy support staff compared their instructional levels with the classroom teacher levels and held productive discussions on assessment variation.
- Teachers were able to refer students for SRBI to consider Tier 2 or 3 interventions if not making enough progress.
- Our SRBI team improved our consultation and informal service with our Speech Language Pathologist for students experiencing speech issues.

#### **b. Scientifically-Based Research**

- Reading and Writing workshop are research based practices that are widely used by all the elementary schools in our district. We continue to refine our practice as we use the curriculum documents to develop aligned units for reading and writing. The units include common core objectives and I CAN statements which engage students in daily lessons.
- Hubbell School was in year 4 of the Lesley Literacy Collaborative training. The literacy coach worked closely with one grade level this year, as well as newer and long term substitute teachers on workshop practices and curriculum implementation. A substitute was available occasionally to allow the literacy coach to support teachers in a pre-post coaching model. The literacy coach worked with her colleagues at district monthly meetings on development of interim ELA assessments. We look forward to our approach with ELA assessment to mirror our work with district math assessments.
- Fountas and Pinnell Leveled Literacy Intervention (LLI) was our main literacy intervention for grade 1 struggling readers. In our school we exited 16 of 83 students this year from the program because they reached a target goal. The literacy intern and our full time IST teacher also used upper level LLI kits to guide lessons. Teachers K-3 continued the instruction that the literacy consultant from LITERACY HOW modeled for us five years ago to support the word study/spelling initiative with specific phonics based lessons that were developed by a team of literacy experts. Classroom teachers implemented a five day spelling lesson cycle and measured progress with the DSA, Developmental Spelling Assessment.
- Our K-3 students participated in a reading assessment program, mClass Reading 3D DIBELS. We paid for the program with district Title I money.
- Five years ago we purchased a literacy computer program with Title I funds, Lexia, for our most at risk primary readers. Last year we expanded our licensure with Title I money, so we could increase this as a flexible intervention, for SRBI and Special Education students. We are using it as a tier 2 or 3 intervention for 28 students. Lexia was updated to align with Common Core.

#### **c. Extended Learning Time**

- Since the length of our school day and the Bristol time on subject guidelines did not change this year, we focused on making the most of time within the literacy block. Mini-lessons were included and revisited as needed to establish effective routines for rotations within the reading workshop. Teachers stressed productivity during independent reading time and primary teachers continually revamped their centers and independent time activities.
- The tier 3 intervention students received additional reading instruction through one on one or small group pull out literacy instruction. There were a small number of children who received several short interventions in one day. The majority of tier 2 intervention students received additional time as well.

- We were not able to run any after school program this year with Title I funds.

#### **d. Enriched, Accelerated Curriculum**

- The Envision math program and the Bristol math curriculum were enhanced with Topic Planning Tips created/updated by the math coaches to assist with differentiated instruction. The Envision program also included a Home-School connection that students and parents can use at home. Daily lessons and strategies were available through this link, as well as practice, extended challenge problems, and a literacy component (an online story booklet and suggested read-alouds related to math lessons and real world situations). Teachers used the Wiki established by the math coaches to assist with lesson design and implementation.
- We continued to stress through teacher messages home and our website, on line opportunities for students to build their reading, math, and keyboarding skills.
- We purchased a school-wide subscription to Sumdog, a website and app that provides engaging, adaptive, math practice for students. Students were able to use their accounts at home, in the library, and during math centers in school.
- Science and social studies topics were connected to the reading and writing blocks as appropriate for an interdisciplinary approach. Topical books were available at each student's reading level to enhance understanding for project based learning.
- Grades 4 and 5 utilized technology standards as an instructional focus this year, including it in their teaching rotation, using Chromebooks purchased with Title I money 3 years ago for in classroom technology. Google Drive and Google classroom were used, particularly in grades 4 and 5.
- Title I money was used to purchase a document camera for every Hubbell classroom two years ago, which allows teachers to project any paper template, student work, or text to the SmartBoard for all students to see in real time. Teachers expanded regular use of the document camera in daily instruction this year as we show authentic student work to problem solve and demonstrate strategies.
- The enrichment programs provided by the PTA often included science or technology based topics to enrich and pique student interest. In addition, the district supported science based enrichment through grant funds; each grade level PK-5 experienced at least one science based enrichment assembly from the Children's Science Center in West Hartford. Grade levels K-5 took at least one field trip that was curriculum based to extend learning. PTA helped fund the field trips.
- Teachers included opportunities for guest speakers, parents, authors, and community members, to share direct experiences with the students on particular topics like canine search and law enforcement, optometry, gardening, and electricity.
- ConnectiCare was our Junior Achievement partner this year for a June enrichment program. 54 ConnectiCare volunteers spent a half day with all classrooms, grades K-5, presenting a hands-on, real world problem to the students. The goal is to help students better understand the relationship between what they learn in school and their successful participation in our economy and community in the future.
- Our math coach (shared with 2 other schools) worked closely with teacher teams during weekly collaboration time and one Wednesday after school session per month to help plan effective instruction. Math coaching focused on meeting the needs of all learners by providing support and enrichment based on common formative assessments results. Primary grade levels also implemented problem-solving lesson formats that had previously been successful at grades 3-5.
- Teachers used goal setting, particularly in grades 4 and 5, to motivate all students to target key skills to advance their reading and math skills.
- Smartboards are installed in all classrooms and are used daily to enhance instruction. Two Kindergarten teachers have the most up to date Smartboards; they are very large, student friendly, mounted down low and adjustable so students can touch the screen and participate throughout the lessons. Teachers take advantage of on-line resources as they design lessons, allowing for up to date and exciting information which motivates their students.
- This year the Hubbell gifted coach/teacher joined the CT Invention Convention by running a seven week after school program. 18 students participated, as recommended by their 4<sup>th</sup> or 5<sup>th</sup> grade teacher, for creativity and entrepreneurial mindset. To prepare the students for their inventions, students watched videos of peers presenting their inventions. Students brainstormed and documented problem solving ideas and sketches in notebooks they shared with each other. They learned about the importance of logos and slogans. They analyzed the pros and cons of a ketchup packet and brainstormed ways to improve it. On the seventh week students presented inventions to volunteer teacher judges. In preparation for judging, students practiced presenting their inventions to their own classes and others. Two students and their inventions were selected to represent

Hubbell in the regional competition. They placed in their grade levels and represented Hubbell at the state competition at Gampel Pavilion on the UConn Storrs Campus.

- At Hubbell School there are three students that participate in the district Gifted program. Two students are formally identified, while one is included as non-identified. All three participants are in grade 5 and are female, and meet on Monday morning each week for several hours. This year's students have completed multiple Destination Imagination creative problem solving challenges, as well as teacher created lateral thinking exercises including alternate uses, remote associations and deductive reasoning work. Other projects have centered around the creation of student portfolios using Google Sites. The goal was to have an ever evolving site that students could add to as they continued their academic journeys. Students followed teacher created guidelines, and then generated additional ideas as to what they would want to include on their sites. An elementary student who demonstrated early proficiency was asked to create a video tutorial for other students to use as a resource. Students also completed virtual tours using Google Tourbuilder, in which they combined elements of Google Earth, with Google Slides to share their journeys. Some of these journeys included famous landmarks, western US hiking trails, impoverished nations, and the Natural Wonders of the World. A final project centered on the theme of being citizens of humanity using tools from the Global Oneness Project.
- Grades 1 and 2 participated in the "Start with Stories" program this spring offered by the Connecticut Storytelling Center. Students received multiple classroom visits from a professional storyteller, who are trained teaching artists. Although students got to hear multicultural folk tales, they also participated in the stories themselves! Students joined in on chants and songs during stories in the classrooms. This program was grant funded by the Barnes Foundation.
- We held four school wide town meetings this year, which celebrated school success. Students were actively involved in hosting and performing in the town meetings. We also highlighted a specials area for each town meeting.
- An instructional support teacher, Lisa Ayotte, was awarded two mini-grants by The Bristol Business Education Foundation. The first, "Paws (Pause) for Reading", encouraged all K-5 students to read books at home and write a summary about their favorite part. Over 250 "dogs" (reading summaries) came in and were displayed around the school for everyone to read and enjoy. Students who submitted their summaries earned a "Pawsome Reward Coin" and were entered into a raffle. Five names were picked each week during the The Lovely Literacy Ladies radio show and those students won a stuffed puppy. A total of 120 "I Love to Read" puppies were given out.
- Mrs. Ayotte's second grant award laid the groundwork for our major spring family event this year. "Hubbell Hound Explorers Huff and Puff STEM challenge", offered families the opportunity to work cooperatively with their child to design and create a structure that the "Big Bad Wolf" couldn't blow down. Forty nine Hubbell families gathered together to enjoy this STEM activity, along with some interwoven literacy centers, and each student was able to take home a free version of the "Three Little Pigs". We also featured a guest author, Corey Nagle, who is a science teacher at BCHS.
- Last year Mrs. Ayotte received a mini-grant for "Hubbell Hound Builders" providing building block sets (a STEM activity) for each grade level to be used during indoor recess (supporting counting, patterning, and problem solving). In addition, her second grant "Pawsome Activities for Pawsome readers" purchased 33 "dog-themed," educational games, puzzles, and activities for positive behavior and academic achievement that our Hubbell students continue to enjoy!
- The principal and grade 5 teachers were awarded a mini-grant last year to research, plan, and plant a sustainable pollinator garden on school grounds. This year we continued with our hands on grounds beautification and botanical learning as we cared for renovated areas and tackled gardens planted years ago! To support our efforts, two community members, Dr. and Mrs. Bartles, who are certified master gardeners, come each year to teach our grade 5 students about local plantings and invasive species. They also join staff and students as we refurbish and care for our existing Hubbell gardens.
- Our fifth grade students have well-known Connecticut author, Paul Catanese, join classes for an extended writing workshop lesson each spring.

#### **e. Alignment of Title I to School Improvement Plan**

- The School Wide Title I Plan-Addendum was aligned to the School improvement Plan. The SIP was academically focused on designing and using common formative mathematics assessments aligned to our curriculum to plan instructional response to impact student learning. We had hoped to hire a math interventionist to further support this, but funds were not available. In response to the growing social-emotional needs of our student body, we identified a social-emotional learning focus as well. We hired a full time Student Support Specialist with our Title I money. This position is designed to include up to five MSW-BSW interns from local colleges/universities. The interns support SRBI students with behavior needs, assist with crisis

intervention, and support school wide goals, such as teaching second steps in all K-5 classrooms. Hubbell School started the year with three interns, but one left in October. Hubbell is partnering with one other Bristol Title I school, Stafford Elementary, to develop this Student Support model. We will review our discipline data and survey the staff on the impact of the program and success of Second Steps to guide decisions next year. We are currently interviewing interns for the 18-19 school year. Our student support specialist assists with our attendance goal from the SIP as well. While we have been successful in reducing our number of students who are chronically absent (18 or more days), we work to reduce this number with an emphasis on our chronically absent Kindergarten population. Research shows early intervention on chronic absenteeism has a lasting impact toward those who continue their education through high school.

- Teaching Second Steps was identified in our SIP. We solicited student feedback, Grades 2-5, with open ended questions in June. Students commented thoroughly on what they learned. Students were able to identify self-help and peer relationship strategies. They were also able to write about what they need more help on in the area of social emotional learning. These results can help us better plan and pace our Second Steps lessons and follow up activities. Staff noted throughout the year how much students enjoyed the Second Steps lessons, and this was evident in the student survey written responses.
- We used data throughout the year from a variety of literacy assessments (BAS, DIBELS, DSA) to make adjustments to teaching and learning goals for our most struggling learners, within their small group instruction. Instructional Support Teachers-Literacy outlined specific action steps in their SLO/PPOs which were reviewed for progress throughout the year.
- In response to a parent suggestion, the school posted helpful CCSS reference documents on our website along with information on Smarter Balanced for grades 3, 4 and 5. There are also some key topics, like long division and fractions, which have posted explanatory systems and methods that parents can reference at home as they support their children in homework. In addition, we used the school website as our vehicle to update parents on our curricular focus at each grade level and in specials areas. Because parents responded that they missed the hard newsletter, the principal issued one every other month with feature articles and highlights from Hubbell events.
- We achieved about 90% parent attendance at our October parent-teacher conferences during which teachers explained our grade level learning goals and each student's progress toward these expectations. Spring conferences were held at a rate of 87%, which includes telephone calls to those who may not have attended in person. Support staff joins conferences of the majority of students on their caseloads.

#### **f. Review of Teacher Survey**

- An electronic survey was issued in May, and 12/18 teachers completed our survey, which was revamped to gather relevant feedback from staff on literacy and the impact of our Student Support Team/Second Steps. There was representation from each grade responding to the Google Form survey.
- All teachers feel the most at risk readers received active support throughout the school year. The majority feel that communication was consistent, even if it was on the fly conversations. During the time when the literacy intern was covering a full time classroom position, the communication was not as consistent with the substitute. Expectations could have been established to solidify communication between staff and classroom teacher. We could also identify a time once per month for classroom teachers to communicate with IST staff as a school routine.
- Teachers responded that consistency and frequency of literacy support made it impactful. Teachers used their own running records and anecdotal notes to guide their decisions. Several responded that DIBELS and BAS data was used for instructional shifts.
- Push in support during writing or reading workshop was regarded as beneficial, reaching another layer of need.
- If we have Title I money available, priority is for personnel over materials. Staff is requesting to meet behavior needs before academic. A math interventionist would be helpful.
- Regarding Second Steps, staff responded that students engaged with the lessons, especially when they were active, involving song and specific use of phrases and strategies, such as "belly breathing." Students used it in the classroom more than in other less structured areas like the playground. Staff expressed the need for more application of the lessons.
- Staff felt that students responded better to restorative practices than individual behavior charts/student support plans. For the latter to be effective, they require close monitoring, student buy in and parent support and communication.
- Restorative practices continue to be used consistently as a beneficial community building practice across the school.
- Staff would like additional support with very challenging behaviors as well as increased consequences.

- We had no money this year to do some of our positive reinforcements, like Best Bus Breakfast. We hope to increase opportunities for such celebrations next year!

### **3. Instruction by Highly Qualified Teachers**

- All teachers at EPH are highly qualified. All teachers hold an appropriate CT teaching certificate.
- The teachers using the LLI program received formal training in the program this spring.
- EPH's interns both hold a CT elementary teaching certificate.
- EPH's paraprofessionals have met the required Bristol standard to work in a Title I school.

### **4. Highly Qualified Teachers to High Need Schools**

- EPH had no teacher retirements this year.
- 50% of our certified staff has 10+ years of experience; 78% of our certified staff has master's degrees!

### **5. Professional Development**

- Professional development was planned based on district and school-based needs. August professional development included sessions on data review and planning school goals in our school improvement plan, math perseverance/problem solving/guided math/use of common formative assessment data, new standards based report card use and preparation, and an overview of NGSS. Our Wednesday after school sessions were a continuation of all these areas with occasional literacy topics as well.
- The November professional day included use of common formative assessment data to guide math instruction, NGSS electronic resources, and follow up on standards based report cards.
- The principal met with grade 4 and 5 teachers to review the growth data from Smarter Balanced for a second year; growth goals were identified. Teachers reflected and shared strategies to impact future growth.
- Teachers sought out conferences in their own areas of interest, funded by annual contractual monies. Teachers were dependent on substitute availability, however, which is limited in the district.
- The literacy coach had some direct coaching opportunities with substitute coverage on occasion to work with individual teachers and grade level teams.
- Hubbell School is the home base for the district math coaches. They are a helpful resource to have in our building when a teacher needs a quick math consultation!
- The math coach also familiarized staff and students with technology resources and websites to use in the classroom and at home. We will encourage the use of one particularly engaging math website, Sumdog, for summer practice and enrichment.
- The District is continuing to embrace Google as a platform to communicate curriculum documents; staff will need some support in this area next year to efficiently access documents and new resources!

### **6. Strategies to Increase Parental Involvement**

- The fall Open House format at Hubbell School included a class meeting in each classroom during which the teacher outlined expectations for daily routines, learning, and behavior in the classroom, and how best to communicate on a regular basis. Parents could then flow in and out of classrooms and meet specials teachers, special education teachers, and literacy staff. We ran two sessions, a K-2 and a 3-5, and included an Introduction to Title I Meeting in between to explain Title I and our program and services for children. The Hubbell School PTA was available to encourage support and interest in volunteering in various roles for school events, such as the book fair and family nights.
- A Title I Home Connection page focusing on math or reading was sent home each month along with the school menu and monthly school calendar. The Home School Connection offered teaching tips and activities for parents/families to try at home. Each grade level also offered a specific teaching strategy that connected to the Common Core State Standards and current classroom teaching in math or reading for parents to practice with their children at home on their classroom tab on the school website.

- Teachers also sent occasional mini-newsletters home to update parents on particular events in their own classrooms.
- An electronic district climate survey was issued in the fall at conference time. Over 55% of our parents completed it here at our school on our laptops set up in the main lobby during conference times. Our literacy and support staff were available to meet and greet and encourage survey completion. Students gr. 2-5 completed the student survey during their library time. Overall, parents and children feel very comfortable at our school; students continue to express some concern about bus issues. The principal makes seating charts as requested by bus drivers to improve the climate on buses. The drivers were encouraged to participate in offering our Doggie Dollars system, rewarding students for making the right choices on the bus. We also rewarded the bus with the least behavior issues with a “Best Bus Breakfast” two times this year!
- In response to parent feedback at PTA meetings, we increased the use of the Electronic reminders in our Blackboard Connect parent communication tool. Some teachers are also using reminder Apps on phones to keep parents informed of school and classroom activities and important dates.
- We offered one major Family Night this year, Huff and Puff STEM Challenge! Hubbell teachers and 49 families gathered for the Hubbell Hound Explorer’s Huff and Puff Challenge. Students and their siblings, parents, grandparents, cousins and neighbors created amazing structures with a variety of building materials to withstand the Huff and Puff of the Big Bad Wolf! This hands on evening encouraged hands on learning, problem solving, teamwork, and even a writing component. Every Hubbell student who attended also went home with a free book, choosing from a variety of versions of the classic, The Three Little Pigs. Corey Nagle, a Bristol science teacher, and local author, also visited with families this evening, and some of his own books were raffled off to 7 lucky winners.
- We are always looking for new and creative ways to involve parents in the mission of student success. To offer parents some insight into daily teaching and learning, we set a school goal this year for each grade level to invite parents in during the school day to be part of a mathematics lesson. Parents were able to appreciate the Common Core State Standards in action through the Bristol Curriculum! Most grade level teams offered take home extension activities to keep the learning going forward on the home front. The sessions were widely attended, and parent feedback was very positive
- The social-emotional curriculum, Second Steps, was used in every classroom this year to help our students grow their skills for social and academic success. Lessons were interactive, student centered, and often included video links and music to engage students. Lessons ranged from taking responsibility for actions to how to focus attention on the body for clues on how to recognize and manage feelings. Second Steps also has powerful home connection components that were utilized in most grade levels. Students had to complete a follow up extension activity at home and return it to school for a powerful review or a launch into the next Second Steps lesson.
- The PTA hosted the third “Boo Hoo, Woo Hoo” Breakfast for Kindergarten parents on the first day of school; parents could come into school after they handed off their children to the teachers waiting outside, so they could gather, get to know each other, and gain insight to the systems of the school from the PTA parents and the principal.
- Teachers signed up ahead of time for our monthly PTA meetings so we could have a grade level rep present at each meeting to encourage more parent involvement. In addition, the principal provided an update on school-wide events/instruction at each PTA meeting. We currently have only about 8 active PTA parents, but we had some very successful book fairs, fundraisers, and family fun nights. At Kindergarten orientation, we had a PTA parent speak first to help parents understand their importance in the mission of the school and to share PTA activities with the new families. We also had early PTA sign-up sheets available that day!
- The school website was updated at the beginning of the year, with a check to make sure parent resources and Title I documents were updated and accessible. Photos were also uploaded from school and family events for all to enjoy. A new section was added to highlight upcoming events. An added component called the “electronic backpack” was available on the website for families to access recent handouts in case they needed an additional copy. Specials teachers and grade level teams updated tabs several times during the school year to explain current curriculum topics and learning strategies.
- The message board in the front of the school is updated to highlight important upcoming events.
- Teachers accommodated parents if they could not make a regular fall or spring parent conference appointment; morning conferences and telephone conferences were frequently used to connect with parents.

#### **a. Reviewing the Schoolwide Parental Involvement Policy and Compact**

- An explanation of Title I is included in the Parent/Student Handbook each year. The principal explained Hubbell’s Title I status

to families at the September Open House meeting, and the first PTA meeting in October. For a fifth year, each grade level designed and sent home a customized, goal-oriented School-Family Compact for their students. These were sent home with our first trimester report cards. Students were able to set a learning goal(s) of their own and take them home to share with their parent/guardian! We did not revisit this goal during the year; however, we could post goals and revisit them throughout the year to make this fall effort valued through the school year.

#### **b. Review Results of SPRING Parent Survey**

- We issued a paper survey with Yes/No and open ended short response. Our return rate this year for our SPRING survey INCREASED to 39%, double the response rate of last year. We offered a fun pencil for each student who returned the survey.
- 97% of parents feel comfortable with their child's education in the school, 96% felt welcome to participate in activities, and 98% say they know how their child is doing at school. These percentages are consistent with past year's data.
- 76% responded that they have used the school's website, up a bit from last year. Because of increased use of technology, we updated our website more frequently and kept our school event calendar current.
- 8% of parents said they had no opportunity to make suggestions about their child's education. This could be an area of focus for us next year as it was a relative weakness in comparison to other responses.
- Parents continue to prefer face to face contact when possible with teachers, but value the planner, email, Blackboard Connect, and phone calls as modes of communication. Overall the communication with classroom teachers and the school at large was very positive. Parents appreciate translated communications. They like the REMIND, BLOOMZ apps that some teachers used. Numerous requests for these APPs for updates, reminders, quick communication. This could be another possible improvement initiative next year.
- Parents are grateful for the CEP qualification, providing free lunch and breakfast to all students.
- There were more requests this year to be kept more abreast of what is happening, via a monthly classroom update. There were also some requests for a better understanding of homework expectations and daily schedule and routines.
- There were numerous positive comments about teachers and their efforts, as well as appreciation for extra literacy support and special education services, and outreach by the nurse.
- Parents want increased opportunities for after school programs, including sports, differentiation for advanced learners and tutoring for struggling learners.
- Parents appreciated our "STEM" night. The evening celebration was widely attended, and very much enjoyed; parents appreciated doing hands on projects with their children as well as watching them work closely with teachers at math, science, and teamwork, connected to a much loved story, The Three Little Pigs!
- We will continue to include a short presentation by the classroom teacher at Open House to share behavior and curriculum expectations, and to help lay a foundation of the daily routines and learning.

#### **7. Preschool Transitioning**

- During the school year, screenings are held through the Bristol Early Childhood Center for those families interested in the Preschool program. Students are accepted into the program based on at-risk factors such as learning, social, and familial needs.
- All accepted students attended an orientation with their families prior to the first day of school. The orientation allowed children and families to become familiar with the program, staff members, and other children in the class.
- Students who applied to the program after the start of school were screened as space became available. New students and their parents were provided with an orientation during class time before their official start of the program.
- Each family of a preschool student was given a letter regarding which school their child would attend for kindergarten, registration information, and information about when kindergarten orientation would take place. This letter went home with children in both community and public preschool programs.
- The School Readiness Council sponsored several events throughout the year to form relationships between the community and public school programs. This effort also contributed to children entering school with the same opportunities for learning and preparation for kindergarten. Joint staff trainings took place where community and public school programs collaborate and work toward common goals. Also, families in both public and community programs were invited to several programs throughout the year at the library such as literacy, math and nutrition, all centered on kindergarten preparation.



- A representative from the School Readiness Council attends our Kindergarten orientation to remind parents of the resources available to them.
- Hubbell offers a comprehensive Kindergarten orientation each May to help our current preschoolers and those from around the city to feel comfortable with the school routines and expectations. In addition, we offer a meet and greet in the afternoon a few days before school starts for incoming kindergarten students and parents to see the classroom again to help with opening day of school jitters!

## **8. Teacher Participation in Making Assessment Decisions**

- In math, our teachers developed or identified common formative assessments to check on student progress toward key learning targets. Instructional adjustments were made to support or challenge students as needed. Topic tests were administered as well as three district collected assessments. Data was collected uniformly by central office and shared back to teachers for review and analysis. In literacy, teachers determined goals for each student's progress and how to measure them with what assessments. The universal reading assessment in the district is the BAS. The district is aware that interim common assessments are needed for literacy (similar to math) and each school piloted one in the spring, grades 2-5. These measures combined challenging multiple choice and open-ended questions, aligned to Common Core and Bristol ELA curriculum. Teachers who gave the pilot were able to share district with school and district literacy staff.
- Teachers, including the literacy support team, were provided with complete assessment profiles for students to help determine which students were most at risk to allow for tier 2 and 3 interventions. The literacy team met regularly to review assessment results and to determine appropriate intervention support.
- The literacy teacher worked with classroom teachers to plan our progress monitoring assessment approach based on learning needs. We used a specific assessment from DIBELS or running records as a typical progress monitoring tool this year.
- The DSA, Developmental Spelling Assessment, was used to track progress of the spelling/word study "Word Journeys" program.
- Teachers focused on their use of informal assessments (CFAs) to determine next instructional steps and mastery of learning targets.
- The Building Leadership Team discussed and analyzed assessment data at monthly meetings, with an emphasis on mathematics per our SIP.
- Smarter Balanced is the mandated state assessment. We had our second look at growth data for grades 4 and 5 this year; we held a focused meeting in winter to review the growth data and implications for instruction and best practice. We noted that our State Identified High Needs students are achieving their growth data at a similar rate to non High Needs. We also noticed that we have higher achieving students who are not meeting their growth targets to the same degree. We will continue to consider the growth data as a means to look at student progress and our instructional response. Our grade 4 growth data (16-17) was so strong that Hubbell School was named as a School of Distinction for growth in High Needs Student data.

## **9. Timely Assistance**

- We summarize data before we leave school each year so we know who ended the year still in need of support. This allows us to quickly determine an initial plan for support and formal intervention (LLI). Students were picked up on an as needed basis informally or formally through the SRBI process.
- We had no Title I money available this year to hire additional academic support staff.
- All students new to the school were reviewed to see if literacy support services were necessary. Some students were supported informally for as little as a month, with the classroom teacher and literacy team "dismissing" them upon review. Others remained on a support caseload for the rest of the year.
- Data was reviewed frequently by the literacy team. Push-in and Pull-out interventions were flexible and varied based on data. The DIBELS progress monitoring assessment data for primary students allowed for efficient Tier 2 and 3 interventions. In addition, the progress monitoring of monthly running records was very helpful in determining progress and level of intervention necessary.
- We used Title I funds for the full time Student Support Specialist to assist with our growing behavioral concerns. She is a

licensed master's in social work professional and supports our students and families and teachers.

## **10. Coordination of Programs**

- The school continued to work with the Bristol Boys and Girls Club to circulate flyers, encourage enrollment in after school and summer programs, and support any requests by the extended day program in our school. The Boys and Girls Club runs a before and after school program which working families appreciate. The principal and lead supervisor of the program meet to share goals and how we can support each other.
- The Mentor-Mentee program was stable this school year with 9 mentors supporting our students.
- The School Readiness Grant provided ice cream and books to one of our neediest neighborhoods in August delivered by EPH staff.
- The public library coordinates with the school to advertise the summer reading program; they sign up students and offer incentives for students to check out books and read and then turn in results to the school in the fall to drive our reading celebration.
- Five years ago we formed a Unified Sports team at our school, teaming special needs students with regular education "buddies." The group was led by a special education teacher and a strong core of adult volunteers and focused on building gross motor and social skills. The team met once a month after school. Two school Dress Down Days provided monies enabling each student to have a uniform shirt, and join together at a Unified Sports Day, hosted by a neighboring participating school. On this day, the Hubbell team joined an additional Bristol elementary Unified Sports teams to celebrate their achievements with an after school outdoor sporting station event, followed by pizza and ice cream!
- Hubbell School works with the United Way to support our families by participating in the Adopt a Child, Back to School program.
- Bristol Youth Services also partners with us to assist families around the winter holidays to provide gifts or needed items to members of our school community.
- Hubbell School has again received funding from the Stocker Foundation, which provides a "THINKSTRETCH" summer reading/math workbook to each student K-4 to help keep skills fresh over the summer.

## **Discussion/Planning for 18-19**

- Our Title I funding was very limited this year. Additional schools will be identified under the Title I umbrella and federal dollars had to be divided between more schools. Title I funding is critical for staff and program support. We would like to hire both a literacy and a math intern to support our school population, but had no funds for it this year. We did hire the Student Support Specialist with Title I money this year. We are very concerned about supporting our students' social and emotional needs. Attendance, discipline, and SRBI data demonstrates a need for additional social/emotional support.
- We would like to capitalize on the use of Second Steps by doing a follow up circle lesson after each formal classroom lesson. Each teaching space could have a Second Steps bulletin board to post vocabulary, key phrases and teaching/learning mantras, and Second Steps in action examples. Students would vote on items to make it to the school-wide Second Steps board in the main lobby. We could highlight a student presented Second Steps learning in action segment at each town meeting. We also need to include specials and support staff in the Second Steps teaching and learning so they are familiar with the program.
- We would like to identify specific foci for lunch bunch groups, such as attendance concerns, anger management, or peer relationships. Some groups should be short term, such as eight weeks, to increase the number of students serviced. The student support specialist team should identify a set resource for such groups. We would like to do some shadowing between Hubbell and Stafford School to benefit the school support specialist programs and share ideas and resources.
- SRBI could be split next year, to focus on those with academic needs and those with behavior needs to improve the ownership and strategizing around the table. Literacy and/or math staff could host the academic meetings while our Student Support Staff could run the behavior needs meetings and lead solutioning conversation regarding interventions.
- This year we combined components of PBIS and restorative practices along with Second Steps to guide school climate. Staff feedback requests increasing student reflection and ownership for their actions. We will consider student input as well. We will continue to review school routines and data to make improvements for our school community. We would like to capitalize

on programs that allow students to support each other, such as our 5<sup>th</sup> grade ambassadors, reading buddies, student mentors, and kindergarten helpers.

- Morning announcements from classroom communities were effective. We can build on this initiative next year.
- We need to more closely analyze the impact of the computer program Lexia to help us make decisions on the use of this literacy intervention program.
- Classroom teachers are experiencing greater demands to differentiate instruction while managing challenging behaviors. Increased opportunities for behavior interventions, both from professional development and direct supports in the classroom are necessary.
- We need to identify specific strategies to increase parent involvement and coordinated communication. While notices are sent home via backpacks, it seems we still have many parents who are not aware of events. Thus, a school-wide initiative of all classrooms using electronic communication such as the Remind App would benefit our school community. We could set a goal for all teachers to communicate with this APP at least twice a month. We could also increase our use of the school Twitter account!
- Since parents have reported that they are using the school website, we will continue to determine best use of this communication tool.
- We were very pleased at our parent attendance at each grade level's Math Workshop sharing and special celebrations *during* the school day (such as gingerbread house making). We would like to continue to build on this next year. Since parents enjoy seeing their children perform, using Readers Theater could be an additional avenue to entice parents to visit our school.
- We could also do a coordinated effort from staff on personal outreach to EACH family to attend OPEN HOUSE and/or conferences. For those who are non-English speaking, we should coordinate that effort as well to contact in the primary home language.
- We will continue with quarterly Sip and Solve meetings; an informal opportunity for a flexible staff group to problem solve issues that surface in our school.
- At fall conferences, we would like to include a literacy demonstration, for parents of students on a literacy caseload, to see what literacy support looks like at Hubbell School. We could set up a fluency table, an LLI table, a comprehension table, and a Lexia station. We would also like to do a bake sale again at conferences to raise funds to support a ONE SCHOOL ONE BOOK event (we will begin this committee in early fall to determine what text to use) since we hold this school-wide initiative every other year.
- Our BOE school building budget was frozen this year, resulting in very limited funding and no opportunity to hire a math interventionist. We are concerned about doing more with less; we will have to be strategic as we plan school goals and events for maximum impact. Effective Tier I instruction is crucial.
- We would like to adjust how we divide up in our adult learning community, to maximize impact to instruction and professional learning. We would like a leadership team for literacy, math, and school climate, meeting at least one Wednesday/month (giving up the tech committee). We need to keep respective committees more current to decisions and directions we are heading; we can share minutes with everyone and highlight one committee's work at each monthly faculty meeting.